ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002288	N.A.	N.A.

4. AUTHOR(S): Board of Education, East Orange, New Jersey

5. TITLE OF DOCUMENT ABSTRACTED: The East Orange Education Plaza

6. PUBLICATION TITLE: Integrated Education, Issue 13

7. EDITOR(S): Weinberg, Meyer

8. PLACE OF ORIGIN: Board of Education
ORG. East Orange,
ST. New Jersery
CITY, STATE

9. PUBLISHER OR SOURCE: Integrated Education Associates, 343 South Dearborn Street Chicago, Illinois 60604

TELE. EXT.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
I	33-35	2/65	3

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☒ NO ☐

COPYRIGHT RELEASE FILED YES ☒ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

adult education	programs	East Orange, New Jersey,	
elementary education	community factors	faculty	Education Plaza	
secondary education	planning	teachers		
higher education	building and equipment	finances		

17. ABSTRACT (MAX. 250 WORDS)

The East Orange, New Jersey, school board made a proposal for an East Orange Education Plaza to provide superior educational opportunities for all children from kindergarten through junior college. To be constructed in at least seven stages, the Plaza would furnish year-round education and would become a cultural, recreational, and enrichment center for the whole community. All school children in the city would be brought to a central location where large buildings housing 3,000 or more pupils would be organized as many small schools. Specialized teachers, special resources, and a program to meet the needs of all students, none of which could be provided adequately in isolated schools, would be possible in the Plaza.

The timetable for the various phases is presented. Long-range planning to provide definite solutions for East Orange's school needs is discussed as a means to prevent haphazard adding, renovating, and modernizing.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED002288

THE EAST ORANGE EDUCATION PLAZA

Board of Education

Text of a brochure issued by the East Orange, New Jersey school board in November, 1964, and addressed to the people of the city. A number of public discussion meetings were scheduled for the period November 16, 1964-January 15, 1965. Members of the board are: William L. Hoffmann, president; Scott Harris; Maurice N. Trainer; Mrs. Wildred E. Barry, and Patrick J. McLaughlin. Robert H. Seitzer is superintendent. Most striking is the absence of any reference to desegregation.

All of us are aware of the importance of education and its place in society, but the trend in many American cities has been to spend money to correct situations rather than to prevent them from occurring. Problems created by a mobile and exploding population such as college entrance, vocational and housing-pattern inequities sooner or later find their way to the board

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

of education. During recent years some classes in our city have been on double sessions, others have been housed in substandard rooms, and the class size in many schools has increased significantly. At present all classrooms in the city are in use. Enrollments in most schools have increased steadily each year. We now find ourselves at the crossroads. No further expansion of educational programs is possible without following patterns which we know will lead to a reduction in educational effectiveness. A need exists for additional classrooms in many schools. We must decide whether or not this needed classroom space will be provided in an unplanned manner by building costly additions to the schools on the city's perimeter, or whether a modern facility, with thought for educational needs and demands of the future, should be carefully planned for a central location. In such a setting all children would be brought together for a rich, rewarding, and complete educational experience. Recently there has been much discussion of the educational park by educators and planners who generally agree that solution to our concerns can be found in this concept. We believe that East Orange is a city in which the park or plaza concept would be successful. After long and careful study we submit for your consideration a bold plan which we firmly believe will better prepare our youth for tomorrow's world and which will strengthen our city and place it in a position of educational leadership. We trust you will consider our plans carefully.

The East Orange Education Plaza envisioned by the board of education is designed to provide educational opportunity of the highest calibre for all children from kindergarten through junior college. To be constructed in at least seven stages, the Plaza will furnish a year-round education for our young people in an ungraded setting on a central site. It will also become a cultural, recreational, and enrichment center for the entire community. Each phase will be preceded by a period of intensive study and evaluation by the board of education, members of the staff, and interested citizens of the community. The Plaza concept provides for the efficient use of modern and effective educational materials and techniques and allows the most education possible for the least amount of money. In a period of up to 15 years all school children in the city will be brought to a central location where large buildings housing 3,000 or more pupils will be organized as many small schools. The physical structure of the Plaza will permit and encourage the development of a program which fits all kinds of pupils. Specialized teachers and special resources which cannot be provided haphazardly in isolated school buildings will be possible in the Plaza. To maintain its excellent reputation for quality education, East Orange needs to adopt a plan which will continue to provide its youth with these advantages. In addition, facilities will be available to help train teachers to better serve the needs of our community. The East Orange Education Plaza is designed to accomplish all of these aims.

East Orange is a compact city of 3.9 square miles on the outer rim of the metropolitan New York area and has a population of more than 80,000 people. It could be similar to its larger neighbors, but it is not. East Orange has always planned for the future—as indicated by the developing skyline of new apartments and office buildings. It has always studied its problems, made plans for their solution, and then implemented them. In its change from a suburban to an urban community, the city has been aggressive and courageous in carrying out its plans. Even though major highway building programs during the last decade have quartered the city and Federal renewal programs have brought about large-scale changes, these have served only to revitalize the city and cause it to meet its future with vision. The short-term needs of the city's schools call for extensive additions, renovations, and modernization programs just to

provide minimum housing for our school children, but East Orange must have a long-range plan that will provide a more definite solution to its school needs. School planning other than in a central location seems impractical, costly, ineffective, and rigid. While such planning is taking place, an expansion of recreational, cultural, and enrichment opportunity for all of the citizens must be considered, with special emphasis on programs for the senior citizens of the community.

On September 30, 1964, there were 2,881 pupils enrolled in grades 5, 6, 7, and 8 in East Orange. These children occupied 107 classrooms in 10 buildings. Phase One—to be known as the Middle School—would eventually house these pupils. It is the thinking of the board of Education and school officials that these four grades would be moved to the Middle School in stages, beginning with the seventh and eighth grades, with the sixth grade coming together the following year, and the fifth grade the year after that. Careful planning prior to each of the moves would make the transition easy and smooth. Bringing together grades 7 and 8 would make classrooms immediately available, eliminate the need for building expensive additions to five schools, and allow the closing of 25 substandard classrooms in seven schools. After transferring grades 6 and 5 to the Middle School, at least two elementary schools could be closed and returned to the city tax rolls. In addition to the above advantages, programs planned for some of the advanced stages could be initiated in the vacated classrooms, and each school would have flexibility which crowded conditions will not allow. This one phase would provide the city's schools with what is known as a 4-4-4 organization, a generally acceptable organization for the present and the future.

Since the East Orange board of education is presenting the Plaza as a concept rather than as a definite plan, no concrete cost projections are being made at this time. To accomplish Phase One should cost no more than immediate needs for additions and renovations. The sale of valuable property and its return to the tax rolls must be considered an asset. Over the next 15 years, the city will be spending considerable sums to keep our schools in normal operation, without changes. This new plan will, therefore, not be as costly to the taxpayer as sinking good money after bad buildings. The strengthening of the educational program, the saving brought about by consolidation of operations, and the lengthening of the school year are most important considerations, also.

The concepts and proposals outlined . . . represent carefully thought out plans for our city's educational future. I believe they are in keeping with the general goals of our city and that their acceptance will prevent East Orange from being added to the ever-increasing list of large city school systems which do nothing to strengthen their position until it is too late, and then become the casualty of change. It must be understood that this is a proposal. It is not a concrete plan that has already been adopted. It is to be discussed, studied, planned, and then, hopefully, approved—phase by phase. This proposal was designed to continue a high standard of educational opportunity for our school-age youth to make them better equipped for the world of tomorrow. Several educational foundations and government agencies have expressed an interest in the Plaza concept and are certain to aid us in studying it further. It is up to you! The decision is yours. We must act quickly on Phase One. We need classrooms. The fate of children and the future of education in East Orange are now in your hands.

—Robert H. Seitzer
Superintendent